



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 11061305  
SAU: Milford School Department  
School: Dr Lewis S Libby School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 4

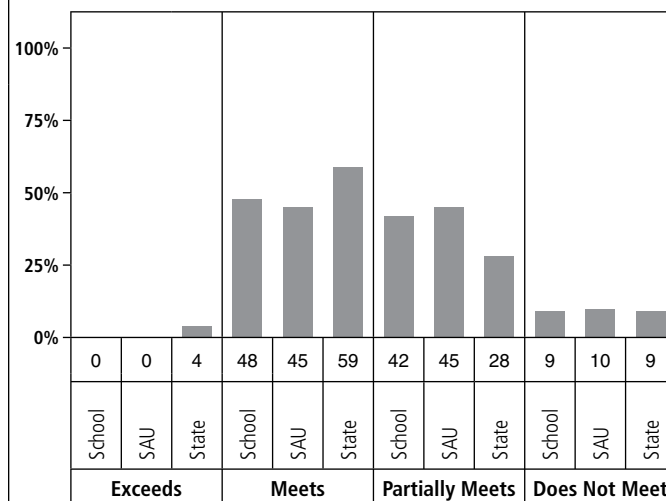
SAU: Milford School Department

School: Dr Lewis S Libby School

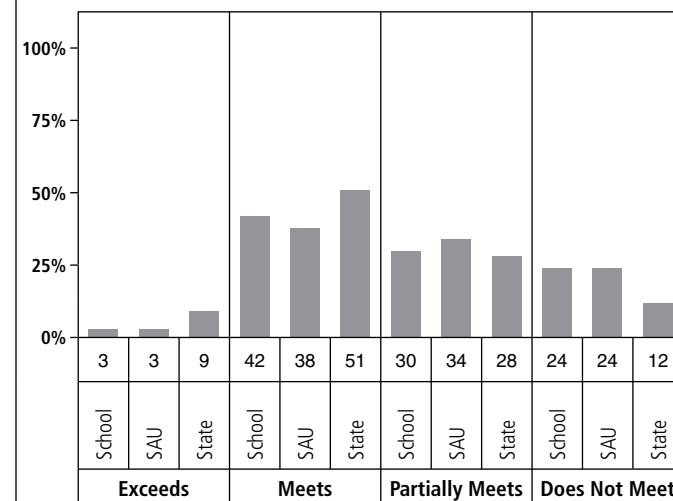
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	442	442	444
2006–2007	444	444	445
<b>2007–2008</b>	<b>442</b>	<b>442</b>	<b>445</b>
Cum. Avg. *	443	443	445
<b>Mathematics</b>			
2005–2006	445	445	444
2006–2007	441	441	445
<b>2007–2008</b>	<b>440</b>	<b>439</b>	<b>445</b>
Cum. Avg. *	442	442	445
<b>Science &amp; Technology</b>			
2005–2006	449	449	444
2006–2007	445	445	444
<b>2007–2008</b>	<b>443</b>	<b>444</b>	<b>444</b>
Cum. Avg. *	445	446	444

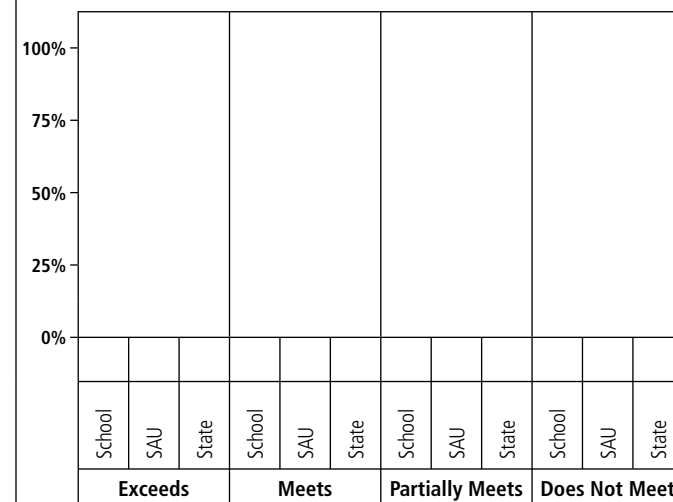
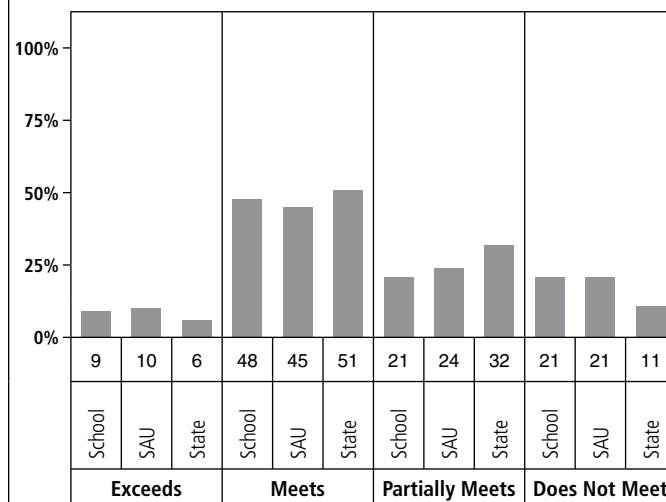
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 4  
 SAU: Milford School Department  
 School: Dr Lewis S Libby School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	36	100	32	100	14207	100	34	97	30	97	14181	100	34	97	30	97	14123	100	34	97	30	97	14115	99						
Ethnicity African American/Black	3	8	3	9	390	3	3	100	3	100	388	99	3	100	3	100	388	99	3	100	3	100	386	99						
American Indian or Native Alaskan	1	3	1	3	101	1	1	100	1	100	101	100	1	100	1	100	101	100	1	100	1	100	101	100						
Asian or Pacific Islander	0	0	0	0	263	2	0	0	0	0	259	98	0	0	0	0	262	100	0	0	0	0	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	32	89	28	88	13282	93	30	97	26	96	13264	100	30	97	26	96	13205	100	30	97	26	96	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	10	28	9	28	2524	18	10	100	9	100	2514	100	10	100	9	100	2498	99	10	100	9	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	22	61	20	63	5587	39	20	95	18	95	5569	100	20	95	18	95	5538	99	20	95	18	95	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	19	53	16	50	10755	76	19	53	16	50	10730	76	19	53	16	50	10776	76						
Identified disability (PET/IEP)	0	0	0	0	375	3	0	0	0	0	374	3	0	0	0	0	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	2	11	2	13	114	1	2	11	2	13	114	1	2	11	2	13	115	1						
Participation with accommodations	14	39	13	41	3298	23	14	39	13	41	3267	23	14	39	13	41	3215	23						
Identified disability (PET/IEP)	9	64	8	62	2013	61	9	64	8	62	1998	61	9	64	8	62	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	4	29	4	31	69	2	4	29	4	31	68	2	4	29	4	31	67	2						
Other	1	7	1	8	1046	32	1	7	1	8	1023	31	1	7	1	8	987	31						
Participation through alternate assessment (PAAP)	1	3	1	3	126	1	1	3	1	3	126	1	1	3	1	3	124	1						
Identified disability (PET/IEP)	1	100	1	100	126	100	1	100	1	100	126	100	1	100	1	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	1	3	1	3	15	0	1	3	1	3	16	0	1	3	1	3	12	0						
Non-participation – other	1	3	1	3	11	0	1	3	1	3	68	0	1	3	1	3	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008

Grade: 4

SAU: Milford School Department

School: Dr Lewis S Libby School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	2	7	2	7	601	4
	2006-2007	0	0	0	0	507	4
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>559</b>	<b>4</b>
	Cum. Total*	2	2	2	2	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	10	36	10	36	7910	57
	2006-2007	18	58	18	58	8749	63
	<b>2007-2008</b>	<b>16</b>	<b>48</b>	<b>13</b>	<b>45</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	44	48	41	47	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	11	39	11	39	3970	29
	2006-2007	10	32	10	32	3467	25
	<b>2007-2008</b>	<b>14</b>	<b>42</b>	<b>13</b>	<b>45</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	35	38	34	39	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	5	18	5	18	1421	10
	2006-2007	3	10	3	10	1165	8
	<b>2007-2008</b>	<b>3</b>	<b>9</b>	<b>3</b>	<b>10</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	11	12	11	13	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	27.4	57.1	27.1	56.5	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	14.3	59.6	14.2	59.2	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	13.1	54.6	12.9	53.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008

Grade: 4

SAU: Milford School Department

School: Dr Lewis S Libby School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	33	0	0	16	48	14	42	3	9	442	29	0	45	45	10	442	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	3										3						384	1	36	35	28	438
American Indian or Native Alaskan	1										1						101	1	46	44	10	442
Asian or Pacific Islander	0										0						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	29	0	0	15	52	12	41	2	7	443	25	0	48	44	8	442	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	9	0	0	0	0	7	78	2	22	435	8	0	0	75	25	435	2388	0	29	44	26	437
No	24	0	0	16	67	7	29	1	4	445	21	0	62	33	5	444	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	0										0						373	1	32	35	32	436
No	33	0	0	16	48	14	42	3	9	442	29	0	45	45	10	442	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	20	0	0	8	40	9	45	3	15	439	18	0	39	44	17	439	5502	1	47	37	14	441
No	13	0	0	8	62	5	38	0	0	446	11	0	55	45	0	446	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	33	0	0	16	48	14	42	3	9	442	29	0	45	45	10	442	14048	4	59	28	9	445
<b>Gender</b>																						
Female	13	0	0	6	46	6	46	1	8	441	10	0	40	50	10	441	6959	5	61	26	8	446
Male	20	0	0	10	50	8	40	2	10	443	19	0	47	42	11	442	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1890	0	37	46	17	439
No	33	0	0	16	48	14	42	3	9	442	29	0	45	45	10	442	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	21	74	4	0	456
No	33	0	0	16	48	14	42	3	9	442	29	0	45	45	10	442	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Milford School Department

School: Dr Lewis S Libby School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	12	0	0	1	25	2	50	1	25	436	14	0	25	50	25	436	5	1	42	36	21	440
B. less than one hour	45	0	0	7	47	6	40	2	13	442	45	0	38	46	15	440	74	4	62	27	7	445
C. one to two hours	33	0	0	5	45	6	55	0	0	443	31	0	44	56	0	444	18	5	59	29	7	446
D. more than two hours	9	0	0	3	100	0	0	0	0	448	10	0	100	0	0	448	2	3	32	34	31	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	33	0	0	6	55	4	36	1	9	443	34	0	50	40	10	443	30	6	63	24	7	446
B. They match some of what I have learned.	39	0	0	8	62	4	31	1	8	444	34	0	60	30	10	443	52	4	63	27	6	446
C. They match just a little of what I have learned.	15	0	0	1	20	4	80	0	0	440	17	0	20	80	0	440	12	2	46	37	15	441
D. There is no match.	12	0	0	1	25	2	50	1	25	438	14	0	25	50	25	438	5	0	33	40	26	437
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	33	0	0	6	55	4	36	1	9	443	34	0	60	30	10	443	35	7	66	20	6	448
B. good	42	0	0	8	57	5	36	1	7	443	38	0	45	45	9	441	51	3	60	29	7	445
C. fair	21	0	0	2	29	4	57	1	14	441	24	0	29	57	14	441	12	1	44	40	16	440
D. poor	3	0	0	0	0	1	100	0	0	436	3	0	0	100	0	436	2	0	23	47	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	28	0	0	2	22	6	67	1	11	439	21	0	0	83	17	436	19	2	46	34	17	442
B. about the same as my regular schoolwork	50	0	0	12	75	4	25	0	0	446	54	0	73	27	0	446	62	5	64	26	5	446
C. easier than my regular schoolwork	22	0	0	2	29	4	57	1	14	440	25	0	29	57	14	440	18	3	58	29	10	444
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	18	0	0	0	0	5	83	1	17	435	17	0	0	80	20	435	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	52	0	0	11	65	4	24	2	12	444	52	0	60	27	13	443	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	30	0	0	5	50	5	50	0	0	443	31	0	44	56	0	443	33	7	68	20	5	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	15	0	0	4	80	1	20	0	0	448	17	0	80	20	0	448	18	7	64	22	7	447
B. 20 minutes to an hour	58	0	0	12	63	6	32	1	5	444	55	0	56	38	6	443	55	4	64	26	6	446
C. less than 20 minutes	9	0	0	0	0	3	100	0	0	437	7	0	0	100	0	439	14	2	53	33	12	443
D. I rarely read at home.	18	0	0	0	0	4	67	2	33	434	21	0	0	67	33	434	13	1	44	39	16	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	27	0	0	2	25	5	63	1	13	438	31	0	25	63	13	438	23	3	50	34	13	442
B. six to ten pages	3	0	0	1	100	0	0	0	0	448	4	0	100	0	0	448	25	3	60	29	8	444
C. eleven or more pages	70	0	0	12	57	7	33	2	10	443	65	0	53	35	12	443	52	5	64	24	6	446
<b>Optional school/SAU question</b>																						
A.	85	0	0	12	43	13	46	3	11	442	97	0	43	46	11	442						
B.	0										0											
C.	15	0	0	4	80	1	20	0	0	444	3	0	100	0	0	446						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Milford School Department  
School: Dr Lewis S Libby School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	1	4	1	4	1294	9
	2006-2007	2	6	2	6	1054	8
	<b>2007-2008</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	4	4	4	5	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	14	52	14	52	7000	50
	2006-2007	15	48	15	48	7394	53
	<b>2007-2008</b>	<b>14</b>	<b>42</b>	<b>11</b>	<b>38</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	43	47	40	46	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	9	33	9	33	3784	27
	2006-2007	10	32	10	32	3729	27
	<b>2007-2008</b>	<b>10</b>	<b>30</b>	<b>10</b>	<b>34</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	29	32	29	33	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	3	11	3	11	1894	14
	2006-2007	4	13	4	13	1735	12
	<b>2007-2008</b>	<b>8</b>	<b>24</b>	<b>7</b>	<b>24</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	15	16	14	16	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.9	52.7	7.7	51.3	9.5	63.3
Cluster 2: Shape and Size	14	29	8.8	62.9	8.7	62.1	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.1	62.0	3.1	62.0	3.4	68.0
Cluster 4: Patterns	14	29	8.8	62.9	8.7	62.1	9.7	69.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Milford School Department  
 School: Dr Lewis S Libby School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	33	1	3	14	42	10	30	8	24	440	29	3	38	34	24	439	13997	9	51	28	12	445
<b>Ethnicity</b>																						
African American/Black	3										3						386	4	26	34	36	434
American Indian or Native Alaskan	1										1						101	3	46	41	11	442
Asian or Pacific Islander	0										0						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	29	1	3	12	41	9	31	7	24	440	25	4	36	36	24	439	13085	10	51	28	11	446
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	9	0	0	1	11	2	22	6	67	428	8	0	13	25	63	428	2372	3	31	36	30	436
No	24	1	4	13	54	8	33	2	8	444	21	5	48	38	10	443	11625	11	54	27	8	447
<b>Current LEP</b>																						
Yes	0										0						381	4	33	28	35	435
No	33	1	3	14	42	10	30	8	24	440	29	3	38	34	24	439	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																						
Yes	20	0	0	9	45	5	25	6	30	438	18	0	44	28	28	438	5472	5	41	35	19	440
No	13	1	8	5	38	5	38	2	15	442	11	9	27	45	18	441	8525	13	56	24	7	448
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	448
No	33	1	3	14	42	10	30	8	24	440	29	3	38	34	24	439	13992	9	51	28	12	445
<b>Gender</b>																						
Female	13	0	0	4	31	6	46	3	23	436	10	0	20	60	20	435	6933	9	50	29	12	445
Male	20	1	5	10	50	4	20	5	25	442	19	5	47	21	26	441	7063	10	51	27	11	446
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1890	2	34	41	23	438
No	33	1	3	14	42	10	30	8	24	440	29	3	38	34	24	439	12107	11	53	26	10	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	45	49	5	0	461
No	33	1	3	14	42	10	30	8	24	440	29	3	38	34	24	439	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Milford School Department

School: Dr Lewis S Libby School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	12	0	0	1	25	0	0	3	75	425	14	0	25	0	75	425	5	6	34	33	27	438
B. less than one hour	45	0	0	9	60	3	20	3	20	442	45	0	54	23	23	441	74	10	52	28	10	446
C. one to two hours	33	1	9	4	36	4	36	2	18	442	31	11	33	44	11	443	18	10	52	28	10	446
D. more than two hours	9	0	0	0	0	3	100	0	0	438	10	0	0	100	0	438	2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	45	0	0	7	47	4	27	4	27	437	48	0	43	29	29	436	38	13	56	23	8	448
B. They match some of what I have learned.	42	1	7	7	50	4	29	2	14	444	38	9	45	36	9	444	48	8	52	29	10	445
C. They match just a little of what I have learned.	9	0	0	0	0	2	67	1	33	436	10	0	0	67	33	436	10	4	35	39	22	439
D. There is no match.	3	0	0	0	0	0	0	1	100	424	3	0	0	0	100	424	4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	48	1	6	9	56	3	19	3	19	443	48	7	57	21	14	443	35	16	55	20	8	449
B. good	42	0	0	3	21	6	43	5	36	434	45	0	15	46	38	434	48	7	52	31	11	445
C. fair	9	0	0	2	67	1	33	0	0	445	7	0	50	50	0	443	14	3	41	38	18	440
D. poor	0										0						3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	6	0	0	1	50	0	0	1	50	423	7	0	50	0	50	423	15	4	38	33	25	439
B. about the same as my regular schoolwork	67	1	5	9	41	7	32	5	23	441	62	6	33	39	22	441	64	10	54	28	9	446
C. easier than my regular schoolwork	27	0	0	4	44	3	33	2	22	439	31	0	44	33	22	439	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	27	0	0	4	44	1	11	4	44	434	28	0	38	13	50	432	23	8	47	29	16	443
B. two or three days a week	21	0	0	4	57	2	29	1	14	443	21	0	50	33	17	440	36	11	54	27	9	447
C. two or three times each month	15	0	0	2	40	1	20	2	40	437	14	0	50	25	25	440	25	10	53	27	10	446
D. never or almost never	36	1	8	4	33	6	50	1	8	443	38	9	27	55	9	443	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	12	0	0	2	50	0	0	2	50	436	7	0	50	0	50	436	5	3	30	33	33	436
B. two or three days a week	9	0	0	1	33	1	33	1	33	431	10	0	33	33	33	431	19	8	50	30	12	445
C. two or three times each month	33	0	0	3	27	6	55	2	18	439	34	0	20	60	20	437	38	11	55	26	8	447
D. never or almost never	45	1	7	8	53	3	20	3	20	443	48	7	50	21	21	442	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	21	0	0	3	43	3	43	1	14	440	24	0	43	43	14	440	8	3	33	38	25	438
B. 30–45 minutes	55	1	6	7	39	4	22	6	33	440	52	7	33	27	33	440	27	6	48	33	13	443
C. 45–60 minutes	21	0	0	4	57	2	29	1	14	438	21	0	50	33	17	436	38	11	54	26	9	447
D. more than 60 minutes	3	0	0	0	0	1	100	0	0	438	3	0	0	100	0	438	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	85	1	4	11	39	9	32	7	25	439	97	4	39	32	25	439						
B.	0										0											
C.	15	0	0	3	60	1	20	1	20	442	3	0	0	100	0	434						
D.	0										0											

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008

Grade: 4

SAU: Milford School Department

School: Dr Lewis S Libby School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	4	15	4	15	751	5
	2006-2007	4	13	4	13	963	7
	<b>2007-2008</b>	<b>3</b>	<b>9</b>	<b>3</b>	<b>10</b>	<b>882</b>	<b>6</b>
	Cum. Total*	11	12	11	13	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	16	59	16	59	7251	52
	2006-2007	16	52	16	52	6824	49
	<b>2007-2008</b>	<b>16</b>	<b>48</b>	<b>13</b>	<b>45</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	48	53	45	52	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	7	26	7	26	4514	32
	2006-2007	5	16	5	16	4382	32
	<b>2007-2008</b>	<b>7</b>	<b>21</b>	<b>7</b>	<b>24</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	19	21	19	22	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	0	0	0	0	1458	10
	2006-2007	6	19	6	19	1735	12
	<b>2007-2008</b>	<b>7</b>	<b>21</b>	<b>6</b>	<b>21</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	13	14	12	14	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	7.8	65.0	7.8	65.0	8.0	66.7
Cluster 2: Physical Sciences	12	25	7.0	58.3	7.1	59.2	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.7	64.2	7.7	64.2	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.0	58.3	7.1	59.2	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 4

SAU: Milford School Department

School: Dr Lewis S Libby School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	33	3	9	16	48	7	21	7	21	443	29	10	45	24	21	444	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	3										3						385	2	27	35	36	434
American Indian or Native Alaskan	1										1						101	3	44	44	10	441
Asian or Pacific Islander	0										0						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	29	3	10	16	55	3	10	7	24	444	25	12	52	12	24	445	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	9	0	0	2	22	3	33	4	44	433	8	0	25	38	38	435	2370	2	32	41	25	437
No	24	3	13	14	58	4	17	3	13	447	21	14	52	19	14	447	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	0										0						379	1	25	35	39	433
No	33	3	9	16	48	7	21	7	21	443	29	10	45	24	21	444	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	20	1	5	8	40	5	25	6	30	439	18	6	39	28	28	440	5470	3	41	39	18	440
No	13	2	15	8	62	2	15	1	8	450	11	18	55	18	9	450	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	443
No	33	3	9	16	48	7	21	7	21	443	29	10	45	24	21	444	13986	6	51	32	11	444
<b>Gender</b>																						
Female	13	0	0	6	46	3	23	4	31	438	10	0	40	30	30	439	6929	6	49	33	12	443
Male	20	3	15	10	50	4	20	3	15	446	19	16	47	21	16	446	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1888	1	32	44	23	437
No	33	3	9	16	48	7	21	7	21	443	29	10	45	24	21	444	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	0										0						266	30	65	5	1	457
No	33	3	9	16	48	7	21	7	21	443	29	10	45	24	21	444	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Milford School Department

School: Dr Lewis S Libby School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	12	0	0	1	25	1	25	2	50	435	14	0	25	25	50	435	5	4	37	36	22	439
B. less than one hour	45	1	7	8	53	4	27	2	13	442	45	8	46	31	15	441	74	6	53	31	10	444
C. one to two hours	33	1	9	5	45	2	18	3	27	445	31	11	44	22	22	448	18	7	52	32	8	445
D. more than two hours	9	1	33	2	67	0	0	0	0	454	10	33	67	0	0	454	2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	27	1	11	5	56	1	11	2	22	445	28	13	63	13	13	448	24	9	53	28	10	446
B. They match some of what I have learned.	64	1	5	10	48	5	24	5	24	441	62	6	39	28	28	441	49	6	54	31	9	445
C. They match just a little of what I have learned.	3	0	0	1	100	0	0	0	0	454	3	0	100	0	0	454	21	4	47	36	13	442
D. There is no match.	6	1	50	0	0	1	50	0	0	447	7	50	0	50	0	447	6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	30	0	0	3	30	3	30	4	40	437	31	0	33	33	33	439	25	9	53	27	10	446
B. good	55	2	11	10	56	4	22	2	11	446	52	13	47	27	13	445	54	6	55	30	9	445
C. fair	15	1	20	3	60	0	0	1	20	446	17	20	60	0	20	446	19	3	43	40	15	441
D. poor	0										0						3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	13	0	0	2	50	0	0	2	50	438	11	0	67	0	33	443	22	5	45	35	15	442
B. about the same as my regular schoolwork	78	2	8	13	52	5	20	5	20	444	79	9	45	23	23	443	62	7	53	31	9	445
C. easier than my regular schoolwork	9	1	33	1	33	1	33	0	0	450	11	33	33	33	0	450	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	70	1	4	12	52	5	22	5	22	442	66	5	47	26	21	442	24	7	48	33	12	444
B. a few times a week	30	2	20	4	40	2	20	2	20	446	34	20	40	20	20	446	53	7	54	31	9	445
C. once a week	0										0						9	6	46	33	15	442
D. a few times a month	0										0						14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	30	2	20	5	50	1	10	2	20	447	34	20	50	10	20	447	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	33	1	9	4	36	3	27	3	27	439	28	13	25	38	25	439	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	9	0	0	2	67	1	33	0	0	451	10	0	67	33	0	451	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	27	0	0	5	56	2	22	2	22	442	28	0	50	25	25	441	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	85	3	11	12	43	7	25	6	21	443	97	11	43	25	21	443						
B.	0										0											
C.	15	0	0	4	80	0	0	1	20	442	3	0	100	0	0	450						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number